| **United States History and the Constitution: Gloria Blackwell Rackley: Freedom Fighter** | | |
| --- | --- | --- |
| **Lesson Overview** | | |
| Gloria Blackwell Rackley was brave and determined. Her life’s work exemplifies her as a freedom fighter and champion of social justice. Against extraordinary odds, she carried out the foundational work needed to reach for greater social change. Though she has yet to be acknowledged as a forerunner in the Civil Rights Movement, her actions no less contributed to a definitive change to America’s identity. | | |
| **Overarching Inquiry Question** | | |
| **How was the life and work of Gloria Blackwell Rackley indicative of changes in America’s identity?**  *All lessons support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* | | |
| **Theme** | | |
| American Culture and Identity  The lesson examines the life and work of one extraordinary African American female that exemplifies the struggle for civil rights among blacks and the struggle for influence and inclusion among women. During the period women and African Americans worked to influence society, thus altering American identity. | | |
| **Skills Emphasis at a Glance** | | |
| **Periodization-** Students will analyze major events during the period  **Contextualization-** Students will analyze various events as microcosms of well-known events  **Evidence**- Students will interpret evidence from multiple sources | | |
| **Standard(s)** | | |
| USHC 5.CC: Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights. This indicator was developed to encourage inquiry into thematic continuities and changes into how marginalized groups sought and won legal rights. Inquiry into the leadership, methods, and outcomes of modern equal rights movements are supported by this indicator. | | |
| **Background Information** | | |
| “Gloria Blackwell Rackley, a courageous civil rights leader, was born in Little Rock, S.C. in 1927. She earned her bachelor’s degree at Claflin College, her master’s at South Carolina State College, and a doctorate from Emory University.  In the 1950s, she, her husband Jack Rackley, and their two young daughters became involved in the Civil Rights Movement in Orangeburg. She had previously engaged in voter registration drives with her parents in Dillon County, where she worked as an elementary school teacher. The segregated system made some teachers reluctant to participate in the NAACP-led Movement in South Carolina because they relied on white school boards to renew their teaching contracts. Dr. Rackley won a lawsuit on their behalf in the 1960s guaranteeing the same rights to contracts that white teachers held.  By 1961, she was an NAACP local leader and a target of the white power structure that declined to renew her husband’s contract at S.C. State and declared her unfit to be a teacher. Her firing led to student demonstrations of support for her. Dr. Rackley served as a field organizer for the NAACP, counseled college-aged NAACP members, walked picket lines, and was arrested with other protesters, including her daughter, Lurma. She was a member of the steering committee of the Orangeburg Movement that worked for civil rights and economic justice.  With the NAACP’s attorney Matthew Perry, Dr. Rackley filed Rackley v. Tri-County Hospital after being arrested for sitting in the “whites only” waiting area seeking care for her daughter Jamelle’s injured finger. The lawsuit succeeded in integrating the hospital.  After the passage of the 1964 Civil Rights Act, Dr. Rackley moved to Virginia and taught English at Norfolk State College. Next, she taught at American International College in Springfield, M.A., at Emory University in Atlanta, G.A., and at Clark College (now Clark Atlanta University), where she remained until retirement in 1994. Dr. Rackley died in Peachtree City, G.A. in 2010.” | | |
| **I Can Statement(s)**  ***I can statements are designed to help guide student understanding through scaffolds of learning as they progress through an understanding of the Overarching Inquiry Question.***   1. I can summarize events within the Civil Rights Movement 2. I can contextualize events of Gloria Blackwell Rackley’s life to the events within the Civil Rights movement 3. I can explain how the life and work of Gloria Blackwell Rackley was indicative of changes in America’s identity | | |
| **Lesson Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question**  **Instructional** **Guidance and Resources** | | *Instructional Guidance and resources listed below offer suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can summarize events within the Civil Rights Movement** | | |
| Start by explaining to students that they will be examining how leaders in South Carolina challenged segregation during the Civil Rights Movement.  Have students view the video describing the history of [Plessy v. Ferguson](https://learn360-infobase-com.scsl.idm.oclc.org/PortalPlaylists.aspx?wID=101204&xtid=81438)  Then ask students to read and review the decision in the [Plessy v. Ferguson](https://www.ourdocuments.gov/doc.php?flash=false&doc=52) case.  Students should use the following questions to guide and summarize their analysis:   1. What was the decision of Plessy v. Ferguson? 2. How did the decision impact the lives of African Americans? | Choose from an array of [document analysis worksheets](https://www.archives.gov/education/lessons/worksheets) to help students track their findings as they read and review information  [Road Trip! Through South Carolina Civil Rights History](https://www.knowitall.org/series/road-trip) is another great resource to help students understand the Civil Rights Movement. | |
| Then have students view the [Matthew Perry S.C. Hall of Fame](https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/954571/uiconf_id/29461461/entry_id/1_mva9jfbb/embed/dynamic) video and read [Judicial Heroes & Legends: December 2020 - Matthew J. Perry](https://www.judges.org/news-and-info/judicial-heroes-legends-december-2020-matthew-j-perry/)  Follow-up by having students answer the following questions to further guide their analysis”   1. Who was Matthew J. Perry and why was he important? 2. How was Matthew J. Perry connected to Gloria Blackwell Rackley? | Consider compiling the questions from the lesson sequence into one document that students can use to record their findings. | |
| I **can contextualize events of Gloria Blackwell Rackley’s life to the events within the Civil Rights movement** | | |
| Next have students view and read the article entitled [NAACP](https://www.history.com/topics/civil-rights-movement/naacp) by history.com and read the objectives of the NAACP found on the webpage [About The NAACP](https://www.naacp.org/about-us/).  Students will need to use the information from both sites to address the following questions:   1. What are the objectives of the NAACP? 2. How were those objectives used to help people like Gloria Blackwell Rackley fight for equal rights and more specifically an end to segregation in public places?   Help students as they read and analyze the decision of the court in [Jamelle Rackley, a Minor by Her Mother and Next Friend, Gloria Rackley, and Gloria Rackley, Appellants, v. Board of Trustees of the Orangeburg Regional Hospital…](https://law.justia.com/cases/federal/appellate-courts/F2/310/141/427544/)   1. What happened in the case? 2. What did the court decide? (The short answer to this question can be found in the article [Judicial Heroes & Legends: December 2020 - Matthew J. Perry](https://www.judges.org/news-and-info/judicial-heroes-legends-december-2020-matthew-j-perry/)) 3. Considering other major events in Mrs. Rackley’s life (see background as stated above), how else did she work to end discrimination? | Consider compiling the questions from the lesson sequence into one document that students can use to record their findings. | |
| **I can explain how the life and work of Gloria Blackwell Rackley were indicative of changes in America’s identity.** | | |
| Finally have students read and summarize the [Civil Rights Act of 1964](https://www.ourdocuments.gov/doc.php?flash=false&doc=97). Students should also view the video entitled [The Civil rights Act of 1964](https://www.pbs.org/video/american-experience-civil-rights-act-1964/) to trace the impact of the law.  Students should address the following questions in a discussion forum and respond to two other students.   1. How did the Civil Rights Act of 1964 change life for African Americans? 2. How did the Civil Rights Act of 1964 change American society? 3. How did Gloria Blackwell Rackley’s work help to bring about the Civil Rights Act of 1964 which acted as a step in changing American society? | Choose from an array of [document analysis worksheets](https://www.archives.gov/education/lessons/worksheets) to help students track their findings as they read and review information  The video entitled [The Civil Rights Act of 1964 Explained](https://www.youtube.com/watch?v=6x0l_vkjozc) helps to provide background on the Act. Subtitles within the video explain the various parts of the Act.  The video entitled [The Civil rights Act of 1964](https://www.pbs.org/video/american-experience-civil-rights-act-1964/) explains how this law made strides in changing part of America’s identity.  This video entitled [Create a Discussion Board Question](https://www.youtube.com/watch/PdQCBL6ZOBY) will demonstrate how to create a **discussion board** question in Google **Classroom**. | |

**Additional Resources**

[Profile of Gloria Blackwell Rackley from the Lighthouse and Informer](https://digital.tcl.sc.edu/digital/collection/mccrayjh/id/14762/rec/8):

[Justice for all: Local television news footage during the civil rights movement in South Carolina, 1960-1969--exhibit](https://digital.tcl.sc.edu/digital/collection/p17173coll18/id/106/rec/8)

[Arrest of Matthew Perry for contempt during the trial of Gloria Blackwell Rackley](https://digital.tcl.sc.edu/digital/collection/idn/id/517/rec/10)

Links to primary documents about Gloria Blackwell Rackley:

[Gloria Rackley on student demonstrators](https://digital.tcl.sc.edu/digital/collection/localtvnews/id/45)

[Modjeska Simkins papers](https://digital.tcl.sc.edu/digital/collection/mmsimkins/id/5886/rec/7)  
[Lurma Rackley and her mother, Dr. Gloria Blackwell](https://digital.tcl.sc.edu/digital/collection/idn/id/3942/rec/17)